



Loomis Basin Charter School
Primary Years Program

5th grade Exhibition 2012

Mentor Information



Transdisciplinary Theme:
SHARING THE PLANT

Central Idea:
**We share responsibility of caring for our world by taking action
locally on global issues.**

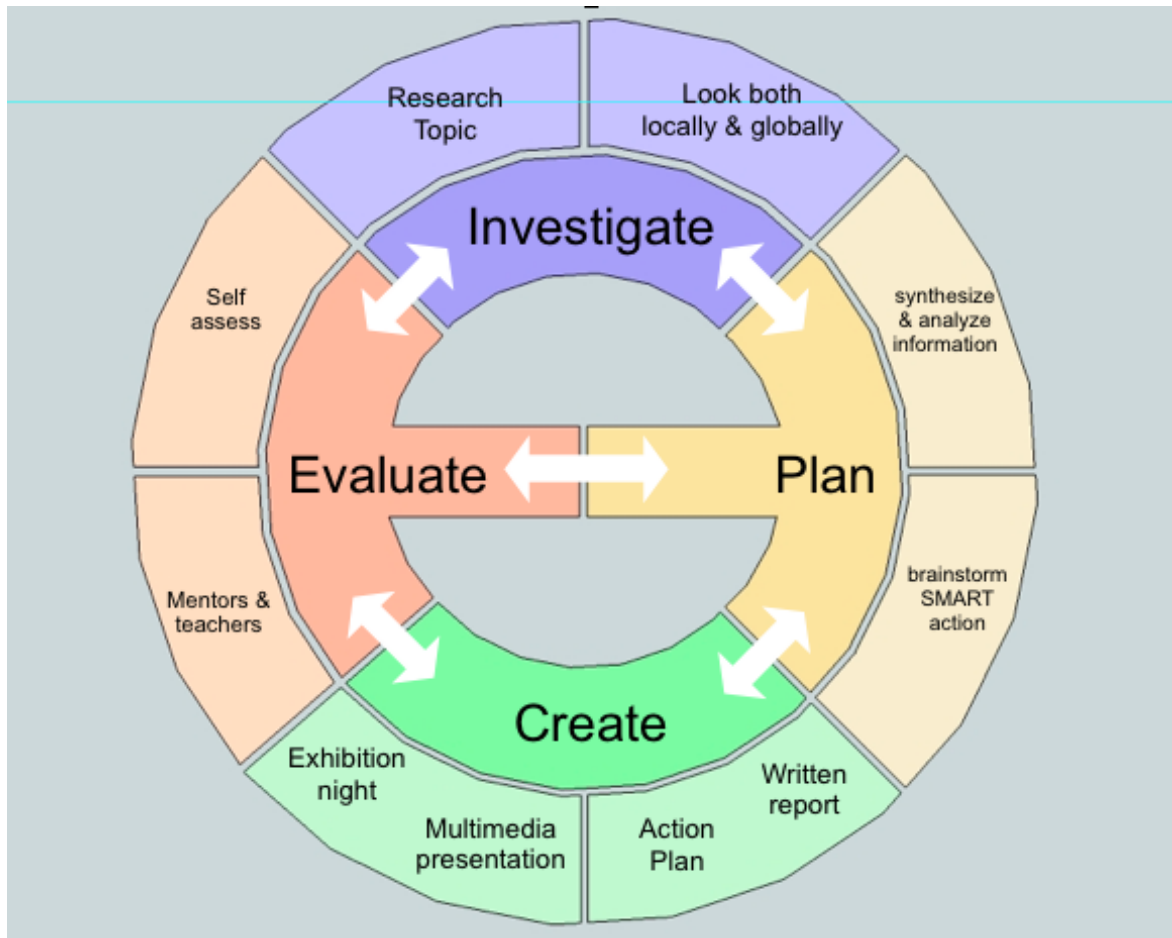
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What is the IB PYP Exhibition?

In the final year of the IB program, students participate in a culminating project known as the Exhibition. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues. Through this inquiry they will also manage, take appropriate actions, communicate their findings, assess their tasks and CELEBRATE their learning.

The PYP exhibition has a number of key purposes:

- for students to engage in an in-depth, collaborative inquiry
- to provide students an opportunity to demonstrate independence and responsibility for their own learning
- to provide students with an opportunity to explore multiple perspectives
- for students to synthesize and apply learning of previous years and to reflect upon their journey through the PYP
- students take action as a result of their learning
- to celebrate the transition of learners in the PYP to MYP



What are the major features of the program that should be evidenced throughout the exhibition?

Learner Profile – Becoming internationally minded means achieving application of the learner profile.

We strive to be:

Inquirers, risk-takers, thinkers, knowledgeable, communicators, caring, open-minded, reflective, balanced, principled and patriotic.

Key Concepts – The key concepts should be shown through the use of key questions that guide student inquiry.

The key concepts include:

Form – What is it like?

Function – How does it work?

Causation – Why is it like it is?

Change – How is it changing?

Connection – How is it connected to other things?

Perspective – What are the points of view?

Responsibility – What is our responsibility?

Reflection – How do we know?



Transdisciplinary Skills – Within the search for conceptual understanding of a student's topic, it is important that the student develop appropriate skills in the construction of meaning.

These skills include:

Social Skills – accepting responsibility, respecting others, cooperation, resolving conflict, group decision making and adopting a variety of group roles

Communication Skills – listening, speaking, reading, writing and non-verbal communication

Thinking Skills – acquisition of knowledge, comprehension, application, synthesis, evaluation, dialectical thought and metacognition

Research Skills – formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

Self-Management Skills – gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices

What is my role as a mentor for exhibition?

Being a mentor is an advisory and support role.

You can also

- encourage and support the efforts of the students
- monitor progress
- help set weekly goals
- suggest/provide resources
- ask questions
- help interpret difficult information
- offer suggestions for action
- assist with focus to topic
- help with organization
- document all meetings
- ensure and sign students' "Mentor Meeting Record Sheet"
- sign up for specific meeting times on wall calendar and with student

Please note:

- Mentors do not do the work for students
- Mentors do not tell students the direction to take, but instead ask probing questions to help facilitate their inquiry.
- Support will be provided by the classroom teacher and the IB Coordinator

We want this to be a wonderful experience for you and the students!

LBCS Exhibition Timeline 2012

Date	Task	Requirements	Due Date
	Central Idea	Decide which part of the transdisciplinary theme description is going to be the central idea of all 5 th grade students. This is a class activity addressing each central idea	
	Brainstorm topics	Using the central idea, students will read issues of interest to be investigated using newspaper articles, magazines and classroom discussion for possible topics.	
	Form Groups	Form/Assign Groups based on interest and role	
	Pick a topic	Students will decide as a group what topic they would like to further investigate.	3/23
March 26	Mentor Breakfast	Introduction to Topic, What do you know	
		Brainstorm ideas related to your topic.	3/26
	Key Concepts	Write down the 8 key concepts and identify the 4 key concepts you are interested in researching about your topic.	3/27
	Collecting information and research	Find information, pictures etc. from at the possible sources: <ul style="list-style-type: none"> • Internet • Books • Encyclopedia • Magazines • Videos Use at least one primary source below: <ul style="list-style-type: none"> • Interview people knowledgeable about the topic • Write letters to government agencies, organizations and agencies. 	
April 10th or 11th	Progress Meeting #1	Gathering, recording, organizing data	
	Research	Take notes from information found. Record. Synthesize and analyze your information	4/18

April 18th or 19th	Progress Meeting #2	Interpreting data, organizing and brainstorming action plan	
	Brainstorm Solutions/Actions	Write down possible problems and solutions	4/20
	Action Plan	Identify resources and people who will be necessary to take action. Establish action, assign roles to all group members, establish timeline for action plan, and make contacts as needed	5/3
	Research Report Draft	Write first draft, including introduction, elaboration of 3 key concepts and a conclusion. Use key concepts to guide your research. Meet with your mentor.	5/4
May 4th	Progress Meeting # 3	Reviewing action, consulting on report & planning presentation	
	Final Draft Research Report	After conferencing with your teacher and mentor, make necessary improvement in your presentation. Type report.	5/11
May 14th or 15th	Progress Meeting # 4	Preparing Presentation	
	Presentation Prep	Make a plan of how you will present exhibition project. Your plan might include: <ul style="list-style-type: none"> • What form it will take <ul style="list-style-type: none"> • Materials needed • A sketch of what it will look like <ul style="list-style-type: none"> • Create print materials • Begin recording, taping or creating multimedia 	5/24
	Performance presentation	Practice your presentation at home and at school	
	Setup	Set up Exhibition at Franklin Gym	5/31
June 1st at 6 pm	Exhibition	Celebrate understanding!!	6/1
	Evaluation	Evaluate all group work and your own work.	6/4
	Reflection	Write a thorough reflection on what you learned, what will you continue to do, what would you do differently and how did this process help you strengthen your transdisciplinary skills?	6/4

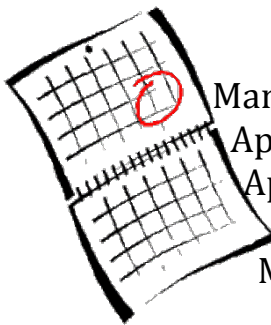
Exhibition Group

Member's Names:

Title of Project:

Topic of Interest:

Important Dates:



March 26 – 8:00 am - Student/Mentor Breakfast
April 10th or 11th – 1 hour Progress Meeting #1
April 18th or 19th – 1 hour Progress Meeting #2
May 4th – 1 hour Progress Meeting #3
May 14th or 15th – 1 hour Progress Meeting #4
June 1st – Exhibition (Celebrate!)

Mentor Breakfast

April 26

Possible Questions:

What is the topic?

Why did you choose this topic?

What do you know about the topic?

What does the central idea mean to you?

How does the central idea relate to your topic?

What are the responsibilities of each of the group members?

What's next?

Review of Progress:

'TO DO' list for Students

'TO DO' list for me

Our next meeting is

Progress Meeting #1

April 10th or 11th

Possible Questions:

Have you made any contacts outside of school that you have visited? Where? Why?

Can I see some of the resources you have chosen?

(Make sure students can read AND comprehend the information)

Tell me what you have found out about your topic so far.

How is your note-taking going? Can I see your notes?

Are you documenting your resources in the bibliography section?

Have you answered your key concepts?

Date & Time of Meeting:

Review of Progress:

'TO DO' list for Students

'TO DO' list for me

Our next meeting is

Progress Meeting #2

April 18th or 19th

Possible Questions:

What have you learned from your research?

Have you answered your key concepts?

Have you thought about your action?

Who or what would be affected by your solution?

How are you synthesizing your notes?

*Complete Action Plan in Student Binder with students.

Date & Time of Meeting:

Review of Progress:

'TO DO' list for Students

'TO DO' list for me

Our next meeting is

Progress Meeting #3

May 4th

Possible Questions:

What type of technology are you thinking about using for your presentation?

How will you present your research and action? PowerPoint? Movie? Play? Dance? Pictures?

Who will be your audience?

What is your vision for your presentation? Explain.

What resources will you need to be successful?

Date & Time of Meeting:

Review of Progress:

'TO DO' list for Students

'TO DO' list for me

Our next meeting is

Progress Meeting #4

May 14th or 15th

Possible Questions:

Do you have a layout plan for your display board? Pictures?

Do you have written answers to your questions?

Do you have a large eye catching heading?

What resources do you need?

Will you have handouts?

Do you have a script for what each of you will say?

What do you want your audience to remember from your presentation?

Date & Time of Meeting:

Review of Progress:

'TO DO' list for Students

'TO DO' list for me

Our next meeting is

MENTOR REFLECTION

Mentor's Name: _____

Group Members: _____

What went well in your mentor meetings?

What concerns do you have about your group/individual students?

What do you need the teacher to know about your group/individual students?

What did you enjoy about being a mentor?

What did you not enjoy about being a mentor?

What can we do to improve our exhibition for next year?

**Thank you for taking the time to meet with our students!! They are enriched
because the time you have given!**

Thanks again, Liz Barberio, Stephanie Holm and Justin VonSpreckelsen

